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# LEADERSHIP: 2000 AND BEYOND

*Second Edition | Volume I*

FOLLOWERSHIP ♦ COMMUNICATIONS ♦ DRILL + CEREMONIES  
ROLE OF THE NON-COMMISSIONED OFFICER ♦ LEADERSHIP TRAITS



June 2004

# LEADERSHIP: 2000 AND BEYOND

## Second Edition

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### PREFACE

*Cadets may study this second edition or the original 1993 edition to complete leadership laboratory requirements.*

This two-volume text is used by CAP cadets to study the art of leadership. For details on how the leadership laboratory is implemented in the CAP Cadet Program, see CAPR 52-16, *Cadet Program Management*, available at [www.cap.gov](http://www.cap.gov).

Nearly identical to its predecessor, the second edition maintains the fundamental goals and plan of the original 1993 edition. However, the editors have slightly modified the text by:

- ▶ Clarifying the learning objectives and revising the end-of-chapter study aids;
- ▶ Simplifying the text and focusing solely on leadership content, to include removing CAP policy guidance and promotion requirements best described in other directives;
- ▶ Updating the images depicting airpower pioneers and removing art that did not advance the text's educational goals;
- ▶ Organizing the chapters into two volumes instead of three (one volume for enlisted cadets and one for cadet officers);
- ▶ Keeping the narrative intact for the sake of consistency, except for editing the grammar and style in a few instances.

Most of the edits described above were needed because the cadet grade structure, promotion requirements, and CAP policy described in the 1993 edition have evolved since its publication. By focusing solely on *leadership*, the second edition does not reiterate perishable information already explained in other CAP publications.

Therefore, with no fundamental changes to the text's content, cadets may study either the first or second edition of *Leadership: 2000 and Beyond*. Their choice will have no adverse effect on their ability to pass achievement tests and milestone exams.

*Leadership: 2000 and Beyond* contains many valuable leadership insights. However, this second edition will also be its last. The next edition of the CAP cadet leadership text will be completely redesigned through a partnership with senior CAP leaders and cadet program experts, members of the USAF Air University faculty, and HQ CAP education managers. That text will continue to introduce cadets to Air Force leadership concepts.



### Headquarters Civil Air Patrol

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in Volume II.

## THE CADET OATH

**I** PLEDGE that I will serve faithfully in the Civil Air Patrol cadet program, and that I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly, and advance my education and training rapidly to prepare myself to be of service to my community, state and nation.”

An oath is a custom, dating back to the Romans, of publicly committing yourself to do a task. It makes you and others know you are really serious about doing what the oath says you will do.

## THE CIVIL AIR PATROL MOTTO

*“Semper Vigilans”*

The CAP Motto, “Semper Vigilans - Always Vigilant” reflects the ever-ready status of Civil Air Patrol. It means every member, cadet and senior, must be prepared to respond effectively to any situation.

# Chapter 1

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## INTRODUCTION

In this chapter, you will learn about “following,” which is one of the basic principles of leadership. You will learn that self-management skills, such as good study and reading habits, are very important for achieving your CAP goals. We will discuss, in more detail, the basic missions of CAP, the elements of chain of command, and introduce you to saluting and basic drill movements. We will show you how to wear the uniform properly and how to look good in it. To complete this achievement successfully, you will pass a written test and drill evaluation.

Now quickly glance through the rest of this chapter to preview what is going to be required of you over the next couple of months. Then review the program requirements on the last page of the chapter with your flight sergeant or training officer to plan out a schedule for completion. By planning ahead, you can schedule around the times you will be busy for tests at school, special events, and family plans.

The more successful students try to teach themselves, formulate questions, and ask their teachers. This text is designed to support this approach. Especially when subjects are new to you, ask the more advanced cadets for assistance to better understand and appreciate what is being taught. Please do not feel foolish because you need to ask questions. Ask away!

The difference between memorizing and understanding is revealed in your ability to apply or utilize information

## DUTIES AND RESPONSIBILITIES

As a Cadet Airman Basic new to CAP, you will have a few duties and responsibilities. The few that you have will be associated with your position as an *element member*. An element is a part of a flight formation in drill and other formations. As an element member, you will be responsible for: learning basic drill movements, how to report properly and how to fall in properly to a unit formation. To become an effective member of a team you must get to know the members of your unit.

Keep alert, observe and keep an open mind for tips on how to do better; these are some of your responsibilities. As you progress to the grade of *cadet airman*, you will be expected to remain proficient in these duties and responsibilities. They are the foundations as you work toward completion of the following achievements.

**IDENTIFY DUTIES AND RESPONSIBILITIES OF NEW CADETS.**

## SELF-PACED READING & TUTORING TECHNIQUES

You will read this leadership text at your own pace. This allows you to review areas that are interesting or hard to learn, and ask questions of an older cadet or senior member tutor. Your responsibility is to study the material, think, ask questions, listen and find ways to improve.

Your tutor is very familiar with the material you are studying. It is your responsibility to read the material and ask questions about it, not the tutor's. The tutor is to respond to your questions, not make them up. Also, the tutor must know

the material and be skilled in correcting learning difficulties—that is, to make sure that you understand the primary points we are presenting. When you get promoted to a new leadership position, you may tutor your replacement.

## INTRODUCING FOLLOWERSHIP

Followership is reaching a specific goal while exercising respect for authority, a positive attitude, integrity and self-discipline. As you progress through the first 3 chapters, you will be a follower. It means you must actively look at what is going on around you, learn the reason why you are told to do certain things, and listen well. However, as you progress through the various chapters, you will have opportunities to learn skills of leadership. Remember, all leaders are followers. Even the President of the United States has to follow the Constitution and has to answer to the people of the country and their representatives.

### Respect for Authority

By signing your membership application and taking the cadet oath, you are giving your word to follow. You have to obey CAP regulations and the legitimate orders given to you by those appointed to positions of authority above you. Please realize there must be people to assure essential things are done correctly. Anyone trying to force their authority on others is abusing their authority.

### Attitude

How can a cadet develop a proper attitude toward Civil Air Patrol, its requirements and procedures? We think the key to a good attitude lies in understanding. A cadet must try to understand the reason behind CAP's activities and requirements. For example, a cadet who thinks saluting, keeping a good military appearance, and drilling are harassments will have a negative attitude. A thoughtful cadet understands that these are necessary steps in military training that have been thought out and tested over many centuries. They endure because they work! If you show you are serious about having a positive attitude, you will be successful in Civil Air Patrol.

### Integrity

Integrity is the strict adherence to a code of conduct. One word, "honor," helps sum up integrity of character. It is a fine sense of ethics, justice, and rightness with readiness to apply it to your own conduct first. Integrity includes trustworthiness and dependability in doing any task expected of you, no matter how trivial the task or how casually you agree to accept it. If a subordinate asks you at a social gathering to help him with a problem and you tell him that you will work on it tomorrow, it means you will do exactly that!

When you have integrity, your conscience and character insist you treat others as well as you treat yourself—with respect. This is how you gain unshakable self-respect, resolution, and both moral and physical courage. Integrity empowers you to do the right thing even though it may be very hard to do it. It also empowers you to be *selfless* instead of *selfish*.

**IDENTIFY CHARACTERISTICS OF GOOD FOLLOWERSHIP.**

**DESCRIBE WHY CADETS FIRST NEED TO LEARN HOW TO FOLLOW.**

People who abuse their authority may be dismissed from CAP.

Integrity is critical in your relationship first with yourself, then with others. It is a must for leaders.

People constantly look for leaders who have moral soundness, honor, trustworthiness, dependability, honesty, loyalty, and physical and mental courage. When you show integrity you are consistent and constant. People know what to expect from you. Honor, moral soundness, and courage allow you to uphold those principles and to do things without holding back. Honesty, trustworthiness, dependability, and loyalty are characteristics that are expected and required of leaders and followers.

## Self-Discipline

Self-discipline means that you do a task because you see that it needs to be done, *not* because you are told to do it. You show self-discipline when you complete necessary tasks even when they are unpleasant. Chapter 6 discusses other types of discipline, what they are, why they are important and how they relate to leadership.

## Listening

As a follower, or a leader, listening is a must. It helps you understand what others mean when they are trying to help you; this is called feedback. Because of *outside* noises, active listening is hard because of *internal* barriers: we think about the speaker instead of the message; we think we already know the solution before the speaker states it. Here are some DO's for good listening:

- ▶ DO keep an open mind. Do not allow your personal ideas too interfere with accepting new ideas which may prove better. Tune out your own ideas. You are not open-minded to the speaker's ideas if your head is full of your own ideas. Open-mindedness requires humility, and tests how well you can listen actively.

- ▶ DO listen to understand, not to argue or challenge. If you try to argue, thinking you know everything without separately trying to understand, often you will find you never understood the idea in the first place. Argue, challenge, or doubt the material *after* you have heard the whole story.

- ▶ DO listen to *what* the speaker says not *how well* the speaker says it. Remember, the speaker may have a great idea but may not express it well. Listen for the idea—what the person is really trying to say—not just the words.

- ▶ DO take notes with care. Taking notes flatter the speaker if you take only a few good ones. But if you take too many notes, you are focusing too much on the notes and too little on listening.

- ▶ DO make and (usually) hold eye contact. Let the speaker know you care about what is being said. If the speaker prefers not to hold eye contact, act as though you're waiting patiently.

- ▶ DO keep your feelings positive. If you do not trust the speaker, your face will show it. If you control your negative feelings toward the subject (or the speaker) and strain to accept what you hear, you will have an open mind, and may actually change your mind!

- ▶ DO listen to new ideas and when you pass them on, give credit to the source. No one stands taller than those who show the good sense to recognize the value of new ideas and honestly give credit to their sources.

The key is that self-discipline is internally, not externally motivated

### IDENTIFY EFFECTIVE LISTENING SKILLS.

Listening is a critical skill for everyone. Without it you can only fail. Even deaf people "listen" through *signing*.

Listening is the key to learning. Without it you must learn the hard way, alone, missing the help of knowledgeable persons. Remember, it is natural not to listen. It takes self-control to listen.

There is a difference between listening and merely hearing.

The systems approach to listening is: Input data before you edit or process it. Doing one thing well is more efficient than splitting your efforts.

## SELF-MANAGEMENT

Every level of command needs management. This includes your squadron commander down to you, the beginner—the follower. Your management duties are to manage yourself. Manage your resources—your time, your energy, your time with your family, adequate sleep, proper nutrition, and so on. As you progress through this program, you will learn to manage larger groups of people and activities. An example of self-management is organizing your time so you can attend your meetings. This may include “hard choices” of not participating with other groups. Self-management also means advising your supervisor ahead of time that you cannot attend a squadron function. Another example is wearing your uniform properly and meeting CAP grooming standards. This shows you know how to take care of your uniform without having to depend on someone else to constantly correct you.

### Study Habits

Leaders are always learning, in and out of the classroom. It may not be obvious, but good study habits affect your success with learning new things, like flying! A disciplined approach to studying means finding the right time and the right surroundings so you can learn more in a short time. Here are some guidelines that have proven successful whether preparing for an exam or learning just for fun.

- ▶ Decide when to study. Set aside a certain number of hours a day or a week to do it.
- ▶ Choose a quiet place so you will not be interrupted.
- ▶ Have good lighting.
- ▶ Find a comfortable, well-ventilated place to work.
- ▶ Make sure you have all the tools you need (pencil, paper, note cards, calculator) before you start.
- ▶ Give your undivided attention to the subject and shut out distractions
- ▶ Survey the material you are going to read by scanning the paragraph headings and major topics.
- ▶ To better understand the material you are about to read, ask yourself questions about it first. Answer these questions as you read.
- ▶ If you are allowed to write in your book, underline or highlight important ideas; otherwise outline the material.
- ▶ Complete all the material.
- ▶ Answer any review questions provided in the text.
- ▶ Reread to clear up any misunderstandings.
- ▶ Take a 5 minute break each hour, doing something as different from reading as you can, such as physical exercise.
- ▶ Review consistently and periodically.

### DEFINE SELF-MANAGEMENT IN YOUR OWN WORDS.

Self-management is an extension of self-discipline. Self-management is plotting your course; Self-discipline is staying on it.

### LIST GOOD STUDY HABITS

Describe the three-step approach to reading.

## Reading Skills

Comprehension is the most important thing about reading. Reading is the companion tool to listening for effective learning. Skilled readers use a three-step approach to improve their reading comprehension:

**Identification.** This will help you see the author's ideas and why they were organized the way they were. To do this, shorten the theme of the section into a single sentence or short paragraph. When you finish the chapter, analyze its major parts and divisions. Use the objectives in the Chapter Goal at the beginning of each chapter to help you. Remember, with this step, ask, "What am I reading?"

**Interpretation.** *Think of yourself as the author.* Search for the author's meaning by recognizing the author's major ideas and supporting points. Find sentences, or key paragraphs that support the chapter's main ideas. One way to find supporting facts is to recognize that a paragraph is a cluster of sentences around a central idea. Remember, with this step, ask, "What does it mean?"

**Evaluation.** Decide if you understand the main points in the chapter. When you have finished these three steps, your critical reading is done! Remember, with this step, ask, "What is the importance?"

## CAP MISSIONS

As you recall, CAP has three equally important missions: Aerospace Education, the Cadet Program, and Emergency Services.

### **NAME AND DESCRIBE THE THREE MISSIONS OF CAP.**

### **Aerospace Education**

The objective of the aerospace education mission is to promote an understanding and appreciation of the impact of aviation and aerospace in our everyday lives.

**Internal Aerospace Education.** Internal aerospace education programs within CAP are aerospace education programs prepared for both seniors and cadets.

**External Aerospace Education.** The external aerospace education program provides education for non-CAP individuals through teacher workshops, primary and high school programs, and public information. Each year CAP sponsors workshops for interested educators and teachers, providing them with basic aerospace knowledge and methods that they can apply in their own classrooms. We also have learning materials available for teachers to use.

### **Cadet Program**

The CAP Cadet Program was derived from ground school and military drill. Since its inception on October 1, 1942, the Cadet Program has evolved, but the fundamental principles such as integrity have remained intact. Many cadets have gone on to become leaders in the Air Force, other branches of the military, and in civilian life. This manual covers the cadet program in detail. As you advance in grade, you will understand more clearly this important CAP mission.

## Emergency Services

Our emergency services mission covers such areas as search and rescue, homeland security, disaster relief and life support activities, and emergency communications.

**Search and Rescue Operations.** The Air Force authorizes “search and rescue” (SAR) missions. CAP personnel actually fly 4 out of every 5 air search hours directed by the Air Force, saving this country millions of dollars annually. CAP ground search teams work with state and local officials responsible for locating missing persons and aircraft.

SAR missions use specially trained people so the mission is done quickly and successfully. Heading these missions are CAP “incident commanders” qualified in emergency services and appointed by their wing commander. There are usually several trained units in each wing on call. Qualified cadets participate in emergency services missions as radio operators, ground team members, and administrative personnel.

**Homeland Security.** As a humanitarian service organization, CAP assists federal, state, and local agencies in preparing for and responding to homeland security needs.

**Disaster Relief.** State and local emergency agencies often ask for help after natural disasters. Seniors and cadets operate communications equipment, help locate victims and clear debris. Pilots may evacuate the injured, transport medical supplies, and fly officials to and from affected areas.

**CAP’s Help with Other Agencies.** The Red Cross, Salvation Army, and other agencies frequently ask CAP to transport medical technicians, life-saving medicines, and vital human transplant organs. They often rely on CAP to provide airlift and communications for their disaster relief operations. CAP has also helped the US Coast Guard and the Coast Guard Auxiliary by performing “sundown patrols,” looking for boaters in need of assistance.

## CHAIN OF COMMAND

In every CAP unit there is a chain of command. By definition, it is the order of authority. From the unit commander down to the individual members, it describes specific functions and levels of responsibility. As you progress in rank, you will get more responsibility and authority. On the next page is an organizational chart which shows the national level at the top. It is continued down to the squadron, the key unit within CAP, and finally to you.

Beyond the job titles in the formal organizational boxes, commanders often assign additional duties. These may include such staff officer duties as Activities, Test Control, and Recruiting that appear in larger squadrons.

You should know the names of all the important people serving in your unit. This includes most members whose duty title is in the unit organizational chart. Also learn the names of local, wing, region and national commanders and officers who serve in special positions.

**DEFINE “CHAIN OF COMMAND.”**

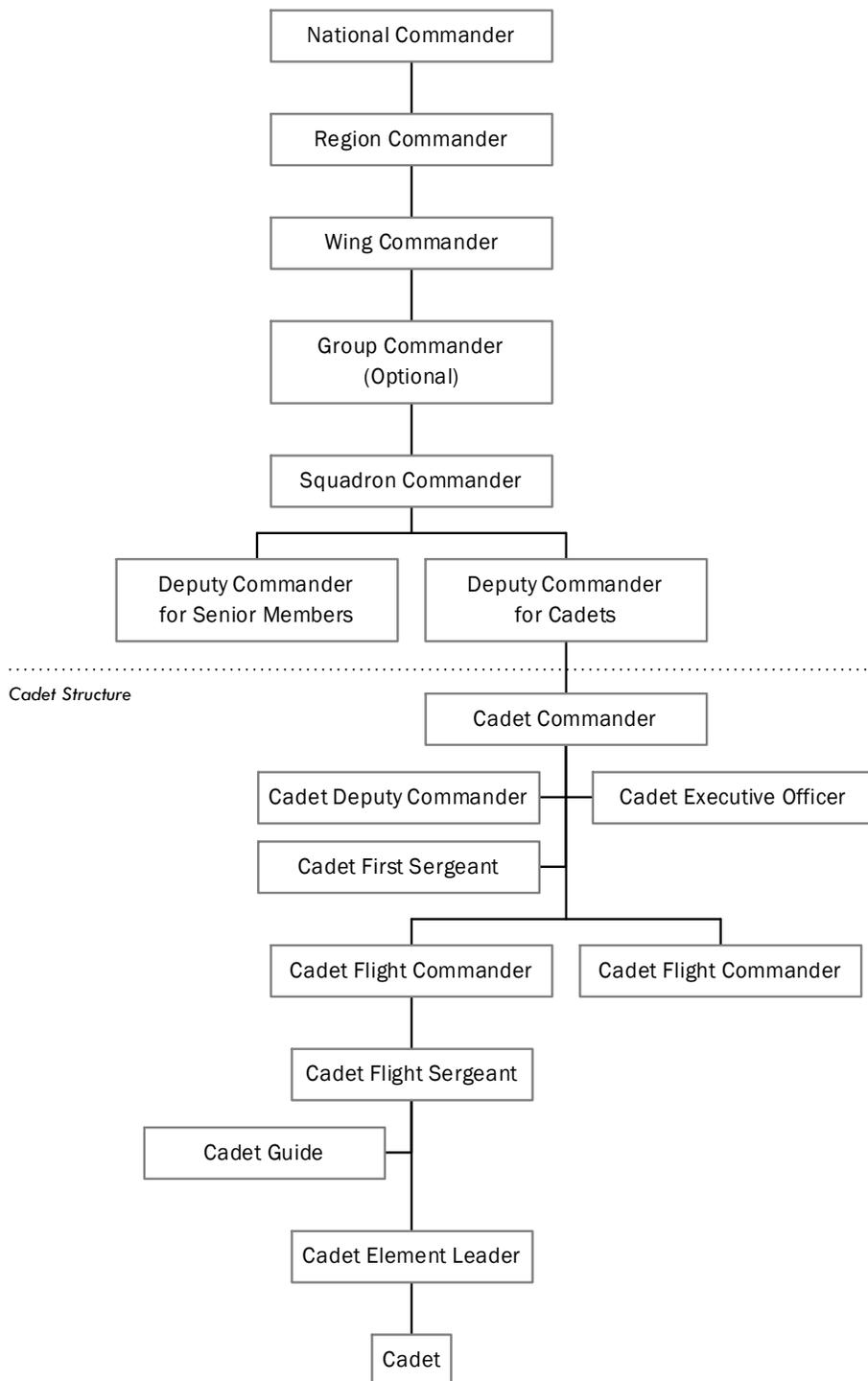
**EXPLAIN ITS USEFULNESS.**

**NAME THE PEOPLE IN YOUR CHAIN OF COMMAND.**

## The CAP Chain of Command – Wiring Diagram

This diagram is simplified for new cadets. While CAP is governed by a Board of Governors, and other national-level boards provide leadership, you are expected to know and understand the chain of command only as it extends from you to your National Commander.

To learn more about CAP’s national-level boards, the role of the CAP National Headquarters, and CAP’s relationship with the Air Force, visit the “chain of command” pages in the Cadet Programs section at [www.cap.gov](http://www.cap.gov).



All CAP commanders are unpaid volunteers serving their community.

CAP is organized into 8 geographic regions.

There are 52 wings, one for every state plus Puerto Rico and the District of Columbia.

Groups are found mostly in large or heavily-populated wings.

The squadron is the basic operational unit in CAP.

This diagram depicts a composite squadron, and therefore has two deputy commanders.

Cadets are appointed to their positions by the squadron commander.

Staff officers support commanders by providing technical expertise. Staff functions are discussed in chapter 10.

Not all squadrons have a need or ability to fill every position shown here.

The element leaders, flight sergeants, and the first sergeant work together through the “NCO support channel,” which is discussed in chapter 3.

Most commanders have an “open door” policy, but it is usually best to solve problems at the lowest level possible.

If you have a question or idea, share it with your element leader.

If you have a problem you do not feel comfortable discussing with another cadet, see your deputy commander for cadets or squadron commander.

# CADET GRADE INSIGNIA

CADET  
AIRMAN



CADET  
AIRMAN FIRST CLASS



CADET  
SENIOR AIRMAN



**CADET  
AIRMEN**

CADET  
STAFF SERGEANT



CADET  
TECHNICAL SERGEANT



**CADET  
NON-COMMISSIONED  
OFFICERS**

CADET  
MASTER SERGEANT



CADET SENIOR  
MASTER SERGEANT



CADET CHIEF  
MASTER SERGEANT



**CADET SENIOR GRADE  
NON-COMMISSIONED  
OFFICERS**

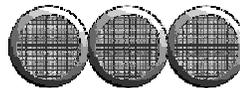
CADET  
SECOND LIEUTENANT



CADET  
FIRST LIEUTENANT

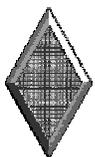


CADET  
CAPTAIN

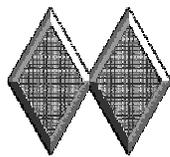


**CADET COMPANY GRADE  
OFFICERS**

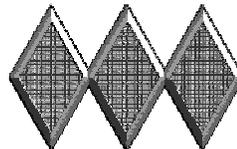
CADET  
MAJOR



CADET  
LIEUTENANT COLONEL



CADET  
COLONEL



**CADET FIELD GRADE  
OFFICERS**

## SENIOR MEMBER GRADE INSIGNIA

FLIGHT OFFICER



TECHNICAL FLIGHT OFFICER



SENIOR FLIGHT OFFICER



**FLIGHT OFFICERS**

SECOND LIEUTENANT



FIRST LIEUTENANT



CAPTAIN



**COMPANY GRADE OFFICERS**

MAJOR



LIEUTENANT COLONEL



COLONEL



**FIELD GRADE OFFICERS**

BRIGADIER GENERAL



MAJOR GENERAL



**GENERAL OFFICERS**

## CUSTOMS AND COURTESIES

Courtesy is simple politeness, civility, respect, and personal recognition of the rights of others. So if you are courteous to your friends at home and at school, it will come naturally to you in CAP. Individuals in CAP need to work together because cooperation is essential to accomplish mission objectives. Courtesy is vitally important in promoting coordination and in developing esprit de corps. Since you wear an Air Force style uniform, you are expected to learn and practice the customs and courtesies that go with it. Military courtesy is simply the extension to the military sphere of the ordinary courtesies that enrich and enhance everyday lives. Customs are those things which should be done; taboos are those things which should not be done. Customs that evolve, live and endure represent reasonable, consistent and universally accepted practices that make life more pleasant and facilitate order and excellence. Your unit commander and training officer will tell you more about saluting, use of titles, and other customs and courtesies.

Addressing someone by their correct title is a custom used in an important act of courtesy. Acts of courtesy and civility are NOT marks of inferiority or servility. Rather they are indications that an individual appreciates the position and rights of another. That is why it is important to observe these rules of courtesy whenever addressing seniors and subordinates.

The term “grade” and “rank” often are confused. Grade is a major step in the promotion structure or program while rank is grade adjusted for time. “Captain” or “major” are examples of grade; several individuals can have the same grade. Rank normally shows seniority; no two persons in a grade have the same rank – one is always senior to the other.

You may already use the terms “sir” or “ma’am.” When you speak to persons you respect. In the military services, subordinates have traditionally addressed officers as “sir” or “ma’am.” As a CAP cadet, you are expected to address your cadet officers as *sir* or *ma’am*, especially at meetings and other formal military-style occasions. Always do the same to your senior officers and officers of all of the military services.

### Reporting

Your future in Civil Air Patrol depends partly upon the impression you make on other people. The way you report to an officer will create an impression. When the impression is good, it will be because you reported properly and showed good military bearing. Bearing is how you move, or carry yourself. Military bearing should always be smooth, graceful and proud.

**Entrance.** When reporting to an officer indoors, remove your hat. If you are on guard duty, leave your hat on. Make any adjustments to your uniform you may find necessary before you enter (such as lint, gig line, shoes, necktie, ribbons and pin-on insignia). Knock on the door once firmly. Make it loud enough to be heard in an average-sized room. If there is no answer within a reasonable amount of time, knock once, again. When you are told to enter, or told to report, move as though you were marching at the position of attention. Take the most direct route to the officer. Halt two paces from the officer or from the front of the officer’s desk, if the officer is behind it. Always halt so you squarely face the officer.

**EXPLAIN THE DIFFERENCE BETWEEN CUSTOMS AND COURTESIES.**

**EXPLAIN WHY THE MILITARY AND CAP CONTINUE TO PRACTICE CUSTOMS AND COURTESIES.**

**The Report.** Report in a military manner with snap and precision, but do not exaggerate your movements. First, salute. You will begin your reporting statement at the time your hand reaches the saluting position. Report saying, “*Sir/Ma’am, (your CAP grade and last name) reporting as ordered.*” Omit “*as ordered,*” when you are reporting on your own initiative. Hold the salute until you have completed the reporting statement and the officer has returned your salute. Then stand at attention unless invited to do otherwise. Speak in a clear, concise, and conversational tone of voice. Your ability to maintain verbal and physical composure will always be noticed. Always keep your hat and materials close by or on your lap so you will; not forget them and have to return later. When the conversation is finished, and you are dismissed by the officer, come to the position of attention, take one step backward, and render a hand salute. Hold the salute until the officer returns it. Then smartly drop the salute.

Practice your “report speech” until it is sharp, clear, and automatic. Try to practice standing up since posture affects tone of voice.

**Departure.** Immediately execute the appropriate facing movement so you can take the most direct route out of the office or to your post. March at the position of attention along your route of exit. If you are indoors, quietly close the door to the office behind you.

## Image

As a member of CAP, you belong to a professional organization. As a member, you and your actions reflect upon the other members of CAP. Civil Air Patrol in no way intends to interfere with your personal life. However, when personal activities negatively affect the professional image and mission effectiveness, commanders have the authority to intervene.

**Public Display of Affection.** The primary reason for not displaying affection in public is that it detracts from military bearing. Hand holding, embracing, or walking arm-in-arm are inappropriate actions for members in CAP uniform. Such behavior in public takes away the professional image CAP intends to project.

## GROOMING STANDARDS

Personal appearance is an important part of wearing the uniform. Without it, you will not look good in the uniform. You must meet grooming standards when wearing a military uniform and these rules are explained in CAPM 39-1, *CAP Uniform Manual*.

Female hair may include bangs if they do not extend below the eyebrows, and may be worn with the flight cap as shown in CAPM 39-1. Hair may touch the top of the collar. Females may use conservative cosmetics and conservative hair coloring which complement their skin tones.

Male hair may have a tapered appearance. It may not touch the ears or the collar. “Block” style is authorized as long as the tapered appearance is kept. Sideburns must be neatly trimmed, not flared, and end with a clean-shaven horizontal line that ends at or above the lowest part of the exterior opening of the ear. If a mustache is worn, it must be neatly trimmed and not extend below the vermilion part of the lip and not wider than the corners of the lip. Beards and goatees are forbidden for all uniformed members of CAP.

## CADET UNIFORMS

### Minimum Requirements

The minimum basic male cadet uniform consists of: short sleeve light blue shirt, dark blue trousers, blue belt with silver buckle, blue flight cap, low quarter plain toed black shoes without decoration, and black socks.

The minimum basic female cadet uniform consists of: light blue blouse, dark blue shirt, beret or flight cap, plain nylon hose (neutral, black, dark brown, or dark blue), plain black shoes (oxfords or plain black pumps), close toed and without decoration, and black handbag (calf-skin, kid leather or vinyl) with fold over flap and plain silver-colored clasp fastener.

Civil Air Patrol members will need special CAP insignia: CAP name plate, shoulder (wing) patch, CAP collar/lapel insignia ("CAP" cutouts), grade insignia, and headgear emblem. These insignia can be obtained from your CAP unit or from CAPMart at [www.capmart.org](http://www.capmart.org).

### Insignia, Name Tags, & Ribbons

One tradition that has become part of CAP's heritage is wearing insignia and ribbons. These can show grade, depict achievements, qualifications, or identify participation in selected activities or membership in organizations.

As seen by the uniform illustrations elsewhere in this text and in CAPM 39-1, you must place insignia and ribbons in exactly the same places all the time. This consistency is checked during uniform inspections and reflects an attention to detail that is important in any disciplined organization. The proper placement of CAP uniform insignia are shown in CAPM 39-1.

## DRILL & CEREMONIES

### Purpose

Drill is the orderly movement of the flight from place to place or from one location to another. The primary purpose for drill in CAP is to learn teamwork. On the drill field, you learn discipline. You will learn the need to respond to authority, to follow orders promptly and precisely, and to recognize that your actions have an impact upon others, not just yourself. Group activities, such as drill, create an esprit de corps, stimulate morale and develop teamwork.

The second purpose of drill is to learn to follow. You will always be answerable to someone. Later, when you lead, you will show your followers how to follow. As you progress in grade, you will have many opportunities to develop confidence, poise, forcefulness and other characteristics that further your skills working with individuals and groups.

For the purpose of drill, CAP organizations are divided into marching units called elements, flights, squadrons, groups and wings. As the number of cadets who drill increase, the marching movements get more complex. You learn elementary movements as a single person, and then build on them to learn more complicated movements as a part of a larger unit. In time, elements join with others to form flights, and then flights join with other flights to form squadrons, and so on.

**DEFINE WHEN AND HOW THE BASIC CAP CADET UNIFORM IS WORN, ACCORDING TO CAPM 39-1.**

**EXPLAIN THE PURPOSE OF DRILL.**

Drill also teaches poise and carriage and aids in developing coordination.

Certain basic positions and movements make up the building blocks upon which more complicated movements are based. Be completely familiar with correct execution of these basic movements and positions, since they are typically used in ceremonies such as receiving awards, promotions, and decorations. You must learn these movements before doing flight drill, since flight drill uses them.

## Terms

You will need to master the following drill terms to participate successfully in drill and ceremonies. The following are some military terms you will need to know to complete this achievement.

One method of teaching drill commands is called *mass commands*. They are practice commands given at the same time by everyone in a formation in unison. You repeat the command after it is given by the instructor and then you execute it. This way you will learn by saying the command, then by doing it. This way you get the feeling of verbally giving drill commands using your own command voice. The following are the drill commands you will need to learn to complete this achievement. Explanation of these movements appear in the Cadet Drill and Ceremonies booklet, also known as AFMAN 36-2203, *Drill and Ceremonies*.

### Stationary Drill Commands

Attention  
Hand Salute  
Present Arms  
Order Arms  
Parade Rest  
At Ease  
Rest  
About Face  
Right (Left) Face  
Eyes Right  
Ready Front

### Movement Drill Commands

Forward March  
Quick Time  
Double Time  
Mark Time  
Half Step  
Halt  
Right (Left) Step  
Change Step  
To the Rear  
Right (left) Flank  
Route Step

## STUDY AIDS

1. State the CAP motto.
2. Recite the Cadet Oath from memory.
3. Identify duties and responsibilities of new cadets.
4. Identify characteristics of good followership.
5. Describe why cadets first need to learn how to follow.
6. Identify effective listening skills.
7. Define self-management in your own words.
8. List good study habits.
9. Name and describe the three missions of CAP.
10. Define “chain of command.” Explain why it is useful.
11. Name the people in your chain of command.
12. Recognize CAP grade insignia.
13. Explain the difference between customs and courtesies.
14. Explain why the military and CAP continue to practice customs and courtesies.
15. Define when and how the basic CAP uniform is worn, according to CAPM 39-1
16. Explain the purpose of drill.

## Learning Exercises

1. As you study the Cadet Oath, ask experienced cadets to tell you what the oath means in their own words.
2. Working with an experienced cadet, test your ability to perform the basic drill movements listed in this chapter.
3. Draw a chart depicting the chain of command in your squadron, including your superiors’ names and titles.
4. Demonstrate how to report to an officer.
5. Make flash cards and quiz yourself on CAP grade insignia.
6. Prepare your uniform according to CAPM 39-1. Ask an experienced cadet to check it and help ensure you are wearing it properly.

# SPECIAL READINGS

## OATH OF ENLISTMENT IN THE U.S. AIR FORCE

I, [state your name], do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

## THE U.S. AIR FORCE ACADEMY CADET HONOR CODE

“We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and live honorably, so help me God.”

## MAJOR GENERAL JOHN F. CURRY

In late 1941, with the disastrous air attack on Pearl Harbor, there was significant interest by civilian pilots to assist the US military. However, in Washington, DC, those in authority scoffed at the idea that a group of non-military aviators could provide any such assistance. Fortunately, sound logic prevailed and Civil Air Patrol was formed as a part of the nation's home defense needs.

Maj. Gen. John Francis Curry, an Army Air Corps officer, was selected as the first national commander. Curry learned to fly in time to accompany General “Blackjack” Pershing's expedition to Mexico. Later, he served as Chief of Staff of the Air Service of the Second Army in France. He destroyed a German observation balloon, but was shot down himself by anti-aircraft fire. He escaped capture. When selected to head CAP, he was the nation's only acting general in command of a civilian army. Serving from December 1941 to March 1942, Gen. Curry provided the vision and direction for this unique venture.

Founded as a volunteer organization, CAP conducted patrols over coastal waters in search of enemy submarines and naval activity. CAP was by no means a government-sponsored plan to provide free flight training. Each individual had to pay for their own flying time.

Part of the reason for the founding of CAP was to keep aviation from being put aside entirely during the war. As Gen. Curry stated, “Without such a plan [as CAP], there might be no private aviation for the duration of the war; with such a plan, there is a chance that private flying may continue and develop.”

Under Curry's guidance, wings were formed in every state. He helped mobilize 100,000 private pilots for non-combatant service; thus freeing military pilots for wartime duty.

There was no discrimination because of one's gender. Individual ability, experience and past records were the real criteria for selection. Again, in Curry's words, “There must be no doubt in the minds of our gallant women fliers that they are needed and, in my opinion, indispensable to the full success of the CAP organization. A great part of the progress made in organizing civilian aviation under Civil Air Patrol has been due to the volunteer help given by women flyers.”

Although he only served a few months as National Commander, Maj. Gen. Curry's organizational skills were influential in determining the future growth of this new resource.

Originally, CAP was given the opportunity to prove itself for a 90-day test period. However, thanks to the vision of John F. Curry, and others like him, CAP remained throughout the war as an effective demonstration of volunteer spirit.

After the end of World War II, CAP continued to serve the nation in performance of dangerous missions. The Colorado Wing, Civil Air Patrol, and Colorado State Director of Aeronautics, headed now by retired Maj. Gen. John F. Curry, conducted light plane surveys through the rugged Colorado Rockies. Where more than 50 peaks have an elevation of greater than 14,000 feet, scores of flying individuals lost their lives due to unpredictable winds. As a result of Curry's direction, maps of safe-flying routes were developed by Colorado CAP personnel.

Selected to represent the first CAP cadet achievement, Curry's name represents the conviction of a National Commander whose vision and direction embodies the spirit of flying volunteers.



**MAJ GEN JOHN F. CURRY** was the Army Air Corps officer who served as CAP's first National Commander.

# Chapter 2

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## INTRODUCTION

This chapter will strengthen what you learned about drill, ceremonies, customs and courtesies in Chapter 1. Now, you will learn more about *followership*, the significance of your uniform, the Colors and flags.

## DUTIES & RESPONSIBILITIES

You are now ready to accept the responsibility of an assistant element leader, if you are assigned that position. Three to eight people make up an element. Your primary responsibility is to help the element leader, and to take charge when the element leader is absent. You also help train the element. Your element leader may ask you to check attendance, ensure element members take their tests on time, or train new cadets on drill or customs and courtesies. Remember, you are still learning, too. Don't be afraid to ask questions if you don't understand what you are told to do.

### **DESCRIBE THE DUTIES OF ASSISTANT ELEMENT LEADERS.**

## MORE PRINCIPLES OF FOLLOWERSHIP

In Chapter 1, we mentioned some things that make you a good follower, including integrity and attitude. In this chapter, we are going to look at these ideas in more detail. We also will discuss discipline, loyalty and courtesy.

### **Integrity**

The term ethics suggests a very personal, individual standard or philosophy. Your sense of right and wrong guides your integrity and conduct. It must make you act so there is no doubt that you are doing the proper thing. In Civil Air Patrol integrity is very important.

CAP could not function without integrity; we must trust each other to do our jobs. Integrity is sticking to a code of moral values. It is honesty. It is doing what is right.

Integrity is not something you learn overnight. You have already absorbed integrity into your set of values. Your parents and school teachers have been helping you understand the difference between right and wrong ever since you can remember. You must build upon this foundation and keep working on it long after you finish the cadet program. Integrity starts with you and is an important part of being a cadet, and of your entire life.

Integrity is important in CAP because everyone else is relying on you to do your part. Often the only way they know you did your job is by your word. Integrity makes your word solid. When helping in an emergency services operation, people know when you say you did your job they can bet their lives on it! CAP cannot operate without integrity; it is its cornerstone. Only you know if you are being honest. If you are not, others will find out later, but only at a cost.

### **DEFINE INTEGRITY.**

The end results do not always justify the means.

Lack of integrity will cause a loss of respect.

Responsibility rests on integrity. As your values guide your actions in strong support of others, the results will show. Then you will be given more responsibility.

## Attitude

Attitude is your state of mind that lies behind your actions. In CAP, your goal is to help others develop a positive attitude and constructive state of mind. All attitudes, good and bad, are contagious. They influence the actions of others. Your success depends on your general attitude, at home, school, or CAP.

You cannot hide your attitude. Others can tell what it is by what they see. Your looks, your facial expression, your tone of voice, your passing remarks, or your comments all reflect your attitude. In one way or another, you constantly display your attitude, often unconsciously.

The sum of each person's attitude is a measure of your unit's effectiveness. Developing positive individual attitudes makes a positive unit. Shift your thinking from, "I do it because I have to." To, "I do it because I understand it is necessary and purposeful."

You can get this kind of attitude by looking carefully at each detail by itself. Then, look at how the details relate to each other. Last, think of how each detail contributes to the larger goal, or mission.

Everyone, follower to leader, must develop a positive attitude, then spread it to others. To do this, you must understand individual attitudes and how they affect the unit. Constantly promote a healthy and constructive attitude for yourself; it will spread to those you lead!

## Discipline

Real discipline is self-discipline. It guides your daily attitude and can only come from inside yourself. You began to form your basic attitude toward life as a child at home and in school. As you learned more, you had to decide just how good or bad something had to be before you changed your attitude about it.

As a CAP cadet and a future leader, you are responsible to perfect your sense of discipline. No one else can do it for you. Others can help you, and provide you training and experiences, but you alone must decide how these experiences will affect your attitude and self-discipline.

As important as self-discipline is, it is building block to the bigger goal, called *group discipline*. Since CAP works as organized units; these units must act together as if they were a single unit. Good group discipline determines the ultimate well being of these units. This, in turn, governs the unit's effectiveness.

Drill, customs and courtesies are just some of the tools used to teach discipline. This entire manual is another tool. It provides readings and lessons that develop your understanding of discipline and attitude.

Followers expect their leaders to set high standards. Units must have standards too, but they have to be realistic, attainable, and maintainable. A standard is "how well" or "good" you think something should be to be acceptable. Everyone in the unit needs to know what "how well" means. Cadets who do not meet the standards need to be corrected. Discipline means that you know the standards, you enforce them (you expect as much from yourself as from others), and you help others learn and enforce them. Positive discipline is extremely necessary.

DEFINE ATTITUDE.

DESCRIBE WHY ATTITUDES ARE IMPORTANT TO LEADERS.

DESCRIBE WHY SELF-DISCIPLINE IS IMPORTANT TO LEADERS.

In a few years you will be an adult. You will not have someone standing over you to make certain that your actions are appropriate or predictable. Then only your self-control will permit you to function successfully on your own.

Especially during emergency services operations, actions must be predictable. Discipline helps ensure the needed, predictable actions.

## Loyalty

Loyalty is an important part of dedication. It runs up and down the unit's structure. Unquestioned loyalty to your leaders is not always good. Successful leaders expect subordinates to question things they do not agree with. It helps when your leader carefully considers your view before making a final decision. When you are not loyal to your unit, it is likely they will not be loyal to you. *Loyalty is a two way street.* You cannot command others to be loyal to you; it must be earned.

## Courtesy

Courtesy is your way of showing politeness and personal recognition to others, such as calling an officer, "Sir" or "Ma'am." It is important in CAP because you must work closely with others and because you must have their cooperation to do your job well. Courtesy, then, is vital in developing cooperation and *esprit de corps*.

Acts of courtesy do not mean you are inferior to the other person. It means you appreciate someone who is working hard to run your organization well. People of higher rank, position, or authority have an obligation to you. Courtesies are your way of saying, "Thank you." to them. When they return a courtesy, they are thanking you for the hard work you do to make the unit look great!

Courtesies have deep and wide meaning. That is why they have always marked military life and why CAP has adopted them, too. Saluting the US flag is a declaration of loyalty to the United States and to the principles of liberty and justice. When a member of the armed services "presents arms" or salutes a senior, the member is recognizing the organized authority of the nation and the armed services. When you salute a senior officer, you are continuing this tradition of military courtesy. Thus the simplest expression of military courtesy (the salute) has a much larger significance.

Military courtesies are not impersonal and mechanical. The way you perform the courtesies shows various shades of feeling: pride, confidence, self-respect or, perhaps, contempt. Rendering courtesies smartly and correctly usually shows conscious or unconscious disrespect or lack of training. The unit with high standards of courtesy and discipline displays the state of mind where efficiency flourishes.

Correcting people is just as important as teaching them to maintain military courtesy. On the spot correction is most effective, but should be done in private if possible. Your leaders are responsible for supervising and correcting you, one of their followers. When they correct you, they should explain the meaning and importance of their corrective action. Many violations of military courtesy are unintentional and result from not being taught properly. The purpose of correction is to teach, not punish.

## COMMUNICATION

Communication is the cement of society. The term *communication* includes all ways you send and receive messages. The messages could be thoughts or feelings. Actors, artists, and musicians communicate by ways ranging from words to action, from form to color.

Esprit de corps is group morale. To have esprit de corps, a unit must be different from all other units, must be effective, and must be known for something positive.

**IDENTIFY THREE WAYS THAT CUSTOMS AND COURTESIES CONTRIBUTE TO A SQUADRON.**

"Correcting" should be encouraging and positive, never demeaning or demoralizing.

**LIST AND EXPLAIN ELEMENTS OF COMMUNICATION.**

**LIST BARRIERS TO COMMUNICATION AND IDENTIFY WAYS TO OVERCOME THEM.**

The smooth flow of ideas up and down the chain of command makes your unit function. To be an effective cadet NCO, you must speak and write well. By the time you are a cadet officer, you also should be able to interview and facilitate a staff meeting.

Communicating effectively is complex, variable, and often uncertain. Because of this, you will better understand communication when you study its key elements and how they relate to each other.

This section explores some elements of communication, barriers to it, and how to improve it. There are three basic approaches to communication. First, is self action. Here, you see communication as the act of transferring thoughts or ideas into the minds of others. The trouble with this method is that what may work with one audience may not work with others.

Secondly, there is interaction. This approach recognizes the role you play in receiving communication. The sending and receiving interaction implies that one message influenced the next: you tell a joke, your audience laughs; your teacher makes a perplexing statement, you look puzzled; the communicator stimulates, the receiver responds. The receiver's response is vital in communication.

Third, there is the transaction. This approach focuses on the idea of *sharing a meaning* rather than *sending a message*. You send messages to the receiver, and the receiver sends them back to you. Feedback is not simply a one way street. Time of day, your mental readiness (and your receiver's), experience, and attitudes --- all these mix together to influence the meaning created when you talk.

Simply put, *the goal of any communication is to share meaning*. The transactional approach sees everyone as communicators, constantly transmitting, organizing, and interpreting verbal and non-verbal messages. Communication is much more than a simple process of sending and receiving messages: it becomes something you do *with* others. This person-to-person approach is usually the most satisfactory communication method.

Communication happens when you react to a stimulus. This process consists of four important and interrelated elements: the communicator-receiver, message symbol, receiver and feedback.

**Communicator-receiver.** As a communicator your effectiveness depends on two basic factors: the attitude you send and the message symbol. First, you reveal attitudes toward yourself, the subject matter and your receiver. These attitudes should be positive. Second, you make sure your message symbols are meaningful to your audience. Too often, communicators with a technical or professional background use a vocabulary meaningful only to others with a similar background. Relying on technical and professional language (such as Column, Flank, CPR) can make communication slow and less effective. So, define your terms up front to help your audience know new concepts.

**Message symbols.** You communicate through verbal and non-verbal symbols. Effective communication happens when you combine symbols in meaningful whole ideas: words, sentences, paragraphs, etc. This includes body language which mirrors your attitude. Obviously, words and actions should not contradict each other. So each part of the whole is important.

**Receiver.** Remember a basic rule of thumb: how well you communicate depends on how predictably your receiver reacts. You must consider the receiver's background, experience, and education before deciding how to phrase your message.

Communication is the transfer of an idea from a sender to a receiver through a medium.

Know your audience. Express ideas in terms they can understand.

**Feedback.** Feedback lets you know how your audience is adapting to you. A smile, a frown, a yawn, from the audience all suggest adjustments you can make to communicate better. *External* feedback operates when you are sensitive to the reactions of others. You may engage in *internal* feedback by asking yourself the question, “How well did I communicate with my audience?”

Feedback indicates whether the receiver interpreted the message the way you intended. Keep monitoring the audience and adjust your presentation to their reaction without changing what you mean.

## CAP UNIFORMS

The uniform is a symbol of dignity, pride, and honor in the military tradition. The modern uniform is a standardized, distinctive dress prescribed by a country for wear by its soldiers, sailors, and airmen. American uniforms have evolved gradually over the years. Past uniforms were more decorative than practical. Today’s practical uniform is the product of research and experience.

Today’s CAP uniform is essentially the same as that worn by the US Air Force. Only the distinctive CAP insignia distinguish you as part of the Air Force auxiliary. Yet your uniform represents a proud tradition founded upon the idea of volunteer, civilian service to the nation and community.

**IDENTIFY DIFFERENCES BETWEEN AIR FORCE AND CAP UNIFORMS.**

## COLORS AND FLAGS

### Flags in Civil Air Patrol

The flags used in Civil Air Patrol, described in detail in CAPR 900-2, include the US flag and Civil Air Patrol flags. These include the CAP national flag, the CAP region and wing flags, and the CAP group and squadron flags. The guidon is a swallow tailed flag used for small marching units. A pennant is a triangular flag used primarily for parade markers.

When in uniform and passing the US flag salute six paces before reaching the flag and hold the salute until you pass six paces beyond it.

Salute flags flown from stationary flagstaffs on military establishments at *Reveille*, *Retreat*, and on special occasions. Do not salute small flags and flags on half staffs. Do not salute cases and folded flags.

**DESCRIBE THE VARIOUS METHODS BY WHICH THE FLAG IS SHOWN RESPECT.**

### Saluting During the National Anthem or To the Colors

George Washington is credited with these words about the symbolism of the flag: “We take the stars from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty.” The star, an ancient symbol of India, Persia, and Egypt, symbolizes dominion and sovereignty as well as lofty aspiration. The constellation of stars (one for each state) within the blue field or union symbolizes the Constitution. The color red stands for valor, zeal, and fervency; white for hope, purity, cleanliness of life, and good conduct; and blue, the color of heaven, for loyalty, sincerity, justice, truth, and reverence to God. The flags present design, with seven red and six white stripes, and fifty stars, has existed since 1960, the date of Hawaii’s admission to the Union.

The US flag is a symbol of the United States and the principles for which it stands. The national anthem is a declaration of reverence and loyalty to the United States; like the flag, the National Anthem and *To the Colors* are symbols.

Occasionally, such as during bad weather or when a band is not present for a retreat ceremony, *To the Colors* is played instead of the national anthem. *To the Colors* is a bugle call sounded as a salute to the flag and symbolizes respect to the nation and the flag in the same way the national anthem does. The flag and the United States are thought of as the same. The following paragraphs tell you the right way to show this courtesy.

**When in uniform in formation.** The formation commander faces the unit toward the flag (when it is visible) or toward the source of the music. Then the commander commands "Present ARMS," when the national anthem or *To the Colors* is played.

**When in uniform but not in formation.** When in uniform outdoors at any ceremony where the US flag is present, come to attention, face the flag in the ceremony, and salute. If the flag is visible, face the flag and salute. If the flag is not visible, face the music and salute in its direction.

**When in uniform indoors.** When the national anthem or *To the Colors* is played at the beginning or end of a program, face the flag if it is present stand at attention. If no flag is present, take the position of attention facing the music. Do not salute unless under arms (you are under arms when you are guarding something, such as the Colors). While listening to a radio or watching a television program, no action is required.

**When in civilian or athletic clothing.** Take the same action as when in uniform except you salute differently. Men remove the headdress with the right hand and hold the headdress at the left shoulder with the right hand over the heart. Men without hats, and all men, salute by standing at attention and placing the right hand over the heart

Taking different actions when wearing the uniform instead of civilian clothes will take some conscious effort. Practicing these actions will ensure your proper response.

## DRILL AND CEREMONIES

Next to learning to drill as a single person, the most important drill activity is to drill as part of a flight. Here are the commands and movements you need to learn for this achievement. The Cadet Drill and Ceremonies Manual (AFMAN 36-2203) explains these commands and how they are executed.

Fall In	Forward March
Dress Right Dress	Column Right (Left)
At Close Interval, Dress Right Dress	Column Half Right (Left)
Dress and Cover	
Count Off	Change Interval in Column
Open Ranks	(Close and Extend March)
Close Ranks	
Dismissed	

## STUDY AIDS

1. Describe the basic duties of assistant element leaders.
2. Define integrity. Why is it important in CAP?
3. Describe why attitudes are important to leaders.
4. Describe why self-discipline is important to leaders.
5. Identify three ways that customs and courtesies contribute to a squadron.
6. List and explain the elements of communication.
7. List barriers to communication and identify ways to overcome them.
8. Identify differences between Air Force and CAP uniforms.
9. Describe the various methods by which the flag is shown respect to include:
  - a) When in uniform and in formation;
  - b) When in uniform but not in formation;
  - c) When in uniform indoors;
  - d) When in civilian or athletic attire.

# SPECIAL READINGS

## MY CREED by Dean Alfonge

From *Contrails*, Vol 33, p 198, United States Air Force Academy

I do not choose to be a common man. It is my right to be uncommon. I seek opportunity to develop whatever talents God gave me—not security. I do not wish to be a kept citizen humbled and dulled by having the state look after me. I want to take the calculated risk; to dream and to build, to fail and to succeed. I refuse to barter incentive for a dole. I prefer the challenge of life to the guaranteed existence; the thrill of fulfillment to the stale calm of utopia. I will not trade freedom for beneficence nor my dignity for a handout. I will never cower before any earthly master nor bend to any threat. It is my heritage to stand erect, proud and unafraid; to think and act myself, enjoy the benefit of my creations, and to face the world boldly and say “This, with God’s help, I have done.” All this is what it means to be an American.

## GENERAL “HAP” ARNOLD

Born on June 25, 1886, in Gladwyne, Pennsylvania, Henry “Hap” Arnold graduated from West Point in 1907 and was commissioned in the infantry. He served two years in the Philippines and two more at Governors Island, New York. In April 1911 he transferred to the aeronautical division of the Signal Corps. In June of that year he received his pilot’s certificate after taking instruction from Orville Wright in Dayton, Ohio. For nearly a year, he was an instructor at the army’s first aviation school at College Park, Maryland. In September 1911 he flew the first U.S. airmail; on June 1, 1912 he won the first Mackay Trophy for aviation. He was then attached to the aviation school at San Diego, California. In February 1917 he was ordered to the Panama Canal Zone to organize and command an air service there.

In May he was called to staff duty in Washington, DC, overseeing the army’s aviation training schools until the end of World War I. From 1919 to 1924 he served in various posts in the Pacific states. On July 6, 1924, he set a new speed record, 113 mph average, between Rockwell and San Francisco. In 1934 he won a second Mackay Trophy for his command of a flight by ten Martin B-10 bombers from Bolling Field, DC, to Fairbanks, Alaska, and back. In December 1935 he was named assistant chief of the Air Corps, and in September 1938 he became chief of the Air Corps. Long a champion of the concept of air power he had supported Col. William Mitchell’s campaigning in that cause Arnold employed considerable ingenuity in maximizing the Air Corps combat readiness on sharply limited prewar budgets. A program of sending future pilots to civilian training schools was begun. Similarly Arnold used his influence with manufacturers to urge them to begin preparing for greatly stepped-up production of the latest models.

By the time the United States entered World War II in December of 1941 the productive capacity of the aircraft industry had increased six fold from 1939 and pilot training capacity had kept pace. He was designated commanding general, AAF,

in the War Department reorganization of March 1942 that raised the air arm to coordinate status with the other two major commands, Army Ground Forces and Army Service Forces. During the war he served on the Joint Chiefs of Staff and the Allied combined chiefs, helping to plan overall strategy for the war and in particular contributing to the strategies and organization that early established Allied control of the air in all theaters. In a step that looked toward the eventual creation of an independent air force, he organized in April 1944 the Twentieth Air Force, a global strategic bombing force flying B-29's, under his direct command as agent for the Joint Chiefs (Gen. Curtis E. LeMay was field commander of the Twentieth for most of the war). In December 1944 he was one of four army leaders promoted to five-star rank of general of the army.

“Hap” Arnold turned over command of the AAF to Gen. Carl Spaatz in March 1946 and formally retired in June to a farm near Sonoma, California. In May 1949 he was named General of the Air Force, the first such commission ever made.



**GEN. HAP ARNOLD** served as commanding general of the U.S. Army Air Forces during World War II. Before Hap Arnold and airpower pioneers like him, the military had neglected the airplane's potential.

# Chapter 3

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## INTRODUCTION

Congratulations! Your hard work and study are showing results! In the last chapter you learned the basics of customs and courtesies, flags, CAP uniforms, communications and followership. This chapter takes you from followership to leadership. You will learn the role of an NCO and how to act as a cadet supervisor. You will study the basics of standards and communication. You will keep studying drill and ceremonies and learn the ideas behind the demonstration performance method of teaching drill.

## DUTIES & RESPONSIBILITIES

At this point in the cadet program, you may be appointed as an element leader. As such, your duties and responsibilities are to teach your element basic drill movements, relay information to them, and position them within the flight. As an element leader you have an increased scope of supervisory responsibility. You are responsible *for* the members of your element and also to work *with* and *through* your assistants. You will ensure your cadets are scheduled for their achievement and physical fitness tests and do their moral leadership requirements on time. Let your assistant element leader help you with some of these duties. You must use discretion, though, because your assistant may be new in the position.

**DESCRIBE THE DUTIES AND RESPONSIBILITIES OF THE ELEMENT LEADER.**

## MORE ABOUT FOLLOWERSHIP

As a follower, you have learned you have certain responsibilities. You have responsibilities to the unit, other cadets, yourself and your cadet supervisor. If you can objectively look at the skills you need to do your job, you can see what you are good at and what you need to improve. Training and development will sharpen the skills you need.

The leadership traits of loyalty, integrity and self-discipline that are essential to followership will be the basis for your growth into leadership. There is no substitute for loyalty. You must be loyal to the betterment of your unit. It means putting your unit ahead of your own needs, and the needs of others equal to your own. Loyalty goes hand in hand with integrity. So, integrity is more than honesty and is required of anyone who wears a uniform representing our country.

Self-discipline makes all the others work together. Self-disciplined individuals follow rules, standards, and regulations and place the good of the unit above themselves. They support the leader even if they disagree. Good followers are dynamic and take some risks when they do their work. So understand what the job requires and what your leader expects before you take action.

**IDENTIFY THREE TRAITS ESSENTIAL TO FOLLOWERSHIP.**

Name several people you follow. List reasons why you follow them. How are the lists similar? How are they different?

Try to develop in yourself those leadership traits that you desire in others.

There are three overlapping parts to followership: the job, the leader-follower relationship and your responsibility to yourself.

## The Job

**Know what the job is.** Know exactly what your leader expects. Seek out your leader and start discussing what is needed and what you can do to meet those needs. It is one of the first and most important responsibilities (and opportunities) of followers.

**Know how to do the job.** Your value as a unit member depends on whether you know how to do your assigned tasks. It is up to you to make sure you have the knowledge to do the job correctly. If you do not, you will waste your time and the unit's resources.

**Do the job.** The results your leader expects from your cadets is a job well done. You will succeed, earn rewards, get praise, and be promoted based primarily on how well you do your immediate duties.

## Leader-Follower Relationship

One critical factor for success in any job is how well you get along with your leader. Since this is so important for the future growth and success, go to extra lengths to make the relationship good. Here are things you can do:

**Question.** Follow your orders, but do not be afraid to question them when you think they might change the outcome your leader expected. When you do this, you can become a trusted advisor to your leader. People at all levels will make mistakes occasionally. You should be alert to ways they can rescue your leader from mistakes of "commission and omission." Good leaders do not like subservience and do not trust "yes" people. The role of *loyal opposition* or *devil's advocate* can be helpful, but use it *after* you and your cadet supervisor trust each other.

**Inform.** Everyone has some level of accountability. You report to your leader because your leader has to report to his or her leader. Both need your information to complete the task and your leader can account for your actions. Through delegation, leaders give followers jobs. Thus followers are accountable to their leaders. It is your duty to give, and your leader's right to request an accounting. Leaders must be informed because they are also followers, and their leaders also need to know what is going on. By being accurate and reliable, you earn trust.

## Responsibility

**Dynamic followers do not wait.** Take responsibility for your own professional growth. The one thing you gave that no one can take away is your expertise, your professionalism. Do not wait for someone to give you direction; you may be overlooked. Boldly, but politely, ask for it!

**Wise followers learn.** Grow, look for chances to become independent as a professional. Do not say, "That isn't my job." Take every chance to experience something new and learn from it.

**Be Responsible for Yourself.** Perhaps your greatest challenge is managing yourself to be productive in your job and with people. Self management means controlling both your emotions and your behavior so you are not reacting to every little thing around you.

Communications is the key to learning the job. Are there checklists for the job? Are there historical files you can follow?

Do not forget to document your successes and failures for your successors. This should also contain a critique of the job so you can learn from the job.

Be tactful! The way you phrase your questions and the body language you use should not interfere with the reason for your question.

Information should go up and down the chain of command. The cadet commander still needs some level of detail on individual actions.

Showing you can do a job is more effective than saying you can.

Volunteer---but remember your limits and experience level. Ask for increasingly more difficult tasks, but explain that you may need some help or guidance along the way.

Be aware of how you act and what feelings you trigger in others. Do you make others angry, hateful, frustrated, afraid, insecure, or distrustful? Become aware of the impact of your own behavior. Do not act in ways that set in motion destructive and inappropriate behavior in others.

When learning to be a leader, you will come across many leadership courses like this one. They emphasize specific characteristics, traits, and qualities associated with effective followers. This is because effective leaders remember when they were followers. More importantly, they understand that being elevated to leadership positions does not relieve anyone of their followership role.

## THE ROLE OF THE NCO

The role of the noncommissioned officer is to make the chain of command work. As you recall, the *chain of command* is the succession of commanding officers through which command is exercised.

### NCO Support Channel

There is only one chain of command in CAP, but it is paralleled and reinforced by the *NCO support channel*. Both are channels of communication used to transmit information. Neither is a one way street; nor are the two entirely separate. For the chain of command to work, the NCO support channel must also work.

The support channel consists of the cadet first sergeant, cadet flight sergeants and each element leader. They pass information among themselves and propose solutions for routine, but important, actions. This leaves the cadet commander free to plan, make decisions, and program future training and operations. Although the first sergeant is not in the chain of command, this person should know what orders are being issued through it. Knowing what the commander wants allows the first sergeant to anticipate minor problems and solve them. The opposite is also true; the cadet commander will discover the impact of the orders and change them based on what the first sergeant learns by dealing with the details of each order.

An important aspect of the support channel is the “staff meeting” (see Chapter 7) of all cadet flight sergeants and element leaders. This is a way of keeping the support channel informed about what the first sergeant learns from the cadet commander. The support channel is a formal, directive-based channel. Its directives are made by the first sergeant based on input from the flight sergeants and element leaders. However, the directives must be coordinated with the appropriate cadet officer to prevent duplication or contradiction.

### First Sergeant

The first sergeant is the most reliable position with the highest leadership qualities of any NCO in the cadet structure. The first sergeant oversees routine activities such as inspections, training, attendance, and cadet progress. The first sergeant also counsels and guides on typical questions about the CAP cadet program and unit procedures.

#### DEFINE THE “NCO SUPPORT CHANNEL.”

#### EXPLAIN HOW IT RELATES TO THE CHAIN OF COMMAND.

Remember how critiquing your plans was important to planning the next activity? Since officers are responsible for the big picture, information from the “line managers” or supervisors (NCOs) is needed on how the activity actually worked.

Discuss how the support channel compares with the chain of command. How are they alike? How are they different?

Discuss the purpose of the staff meeting. Do you think theirs are useful? How would you like to change them?

## Flight Sergeant

The flight sergeant is a key person in the unit. It is normal for a flight sergeant to act as flight commander when the flight commander is absent. When the flight commander is present, the flight sergeant acts as the key assistant and advisor to the flight commander. Tasks include conducting inspections, teaching how to wear the uniform, customs and courtesies, discipline, drill and gathering information from the element leaders.

## Element Leader

The element leaders are responsible for knowing where the members of their elements are both when present or absent from unit activities. They also get information on their people's needs and correct them on personal appearance. NCO's must learn about the needs of their people. In CAP terms, the questions they ask are these:

- ▶ What can each cadet do?
- ▶ What parts of the next achievement have each cadet completed?
- ▶ Do cadets need tutoring?
- ▶ Have they done their mile run?
- ▶ Do they have a ride to the next activity/meeting?

## Challenges for Cadet NCOs

An NCO is specifically interested in the cadets' progress toward their next achievement and finding out if they have problems. You need to develop a method of planning activities that will help cadets progress.

Your challenge as an NCO is to get and interpret the information. As you review the information, you may realize that a cadet has not taken an achievement test in more than two months. Perhaps another cadet cannot complete the mile run. You need to gather specific information from your cadets before deciding what to do. It may include tutoring, scheduling more training, one on one drill work, etc. Discuss special circumstances or conditions and what you are doing about it with your cadet supervisor.

Good follow-through is important in planning and leadership. It shows your genuine concern toward your people. As a leader, you are in a position to make an impact on the lives of every person under your command. Therefore, recognize what motivates them and what affects their day-to-day actions. If you show genuine sensitivity to their point of view, you will get their best effort. Be accessible so your cadets can get clear information and solve hard problems. Provide an avenue for them to communicate, such as through open door policies or trusted individuals serving as spokespersons. Once that channel is open, then listening becomes the key element to communication. The leader and follower listen to each other and adjust behavior or reinforce action as necessary.

Besides the open door policy, chain of command and support channel, most units also have *staff channels*. Essentially, the staff (covered in more detail in Chapter 8) provides the commander with the information needed to carry out decisions. The staff exercises no command over subordinate units.

Remember, you personally do not have to know the answers, but you must know where to find them—whether from a person or a file. You are responsible for obtaining the answers and passing them along. the answers.

## STANDARDS

A standard is a measure of what a thing should be, a benchmark, a yardstick. It is a rule or principle used in judgment. CAP requires disciplined, dedicated, and educated people who live and work by the highest personal and professional standards. The purpose of these standards is to provide specific guidance on conduct, performance, and discipline. These high standards are required from all members of CAP. You made a personal commitment to discipline when you joined CAP. This commitment is to live by CAP standards and to help other cadets do the same. This is an inherent responsibility of an NCO that cannot be delegated. NCOs are the people in the forefront; they enforce the rules and regulations; they get the job done. They also ensure that the mainstream of the enlisted force is functioning in a direction that leads to the successful accomplishment of the mission. As an NCO, your job is to set the example and live by the standards established by CAP. You are also charged to motivate people so that they willingly place their personal goals after the needs of CAP. In Chapter 6 we will briefly discuss standards of conduct and discipline as intangible elements that should and must exist within each of us as members of CAP.

You have already read about how and when to wear the uniform (and when not to) in Chapter 1. These are example of standards. Each unit establishes additional standards, for example: attendance, participation in its own activities, and goals to be met. It is often up to the NCO to enforce these standards through the proper use of discipline and corrective actions.

## COMMUNICATION

In Chapter 2, you were introduced to the basics of communication. Now, you will learn about barriers to communication and how to improve communication.

### Barriers to Communication

Communicating and the nature of language often lead to misunderstanding. These stem from a lack of a common core of experience, confusion between the symbol and the thing it represents, and misuse of abstractions.

**No common core of experience.** This is the greatest barrier because most people assume words transport meanings from speaker to listener like a truck transports goods from place to place. Words really do not act this way. The speaker and listener both need to have the same experiences before the words they use are understood by each other.

**Confusion between the symbol and the thing being symbolized.** Words do not transfer meanings at all, they are only symbols. It is how you interpret the word that gives it meaning. Your interpretation of the word is based on your experience. The meaning of the word is in our minds rather than in the word itself.

Like an inaccurate map, an inaccurate statement shows a relationship that does not exist. Just as a useful map accurately represents the territory with paper, useful language accurately represents the objects of ideas with words. Although it is obvious words and reality can be different, people sometimes forget this. Because of this, you must carefully distinguish between words and the objects or ideas they represent.

### **DEFINE A STANDARD AND EXPLAIN ITS USEFULNESS.**

Examples of standards include the Presidents' Challenge physical fitness tests and the grooming standards required to wear the uniform. As an NCO you must know CAP standards and uphold them.

What is a standard? How does it come into being? How and why does it change? Why do we need standards? How and why are they enforced?

### **DEFINE THE BARRIERS TO COMMUNICATION.**

### **DISCUSS WAYS TO OVERCOME THEM.**

**Misuse of abstraction.** Abstract words are necessary because they sum up vast areas of experience. However, they sometimes inaccurately describe the specific experiences you intended. When you use abstract words, use examples and illustrations to show the specific experience you meant. Use as concrete and as specific words as possible. This will give you better control of what your audience pictures. For example, “CAP squadron” is abstract because two people, each from a different squadron, see different things. One squadron may have 15 seniors and meet on an Air Force base. Another may have five cadets and meet in a high school. The two squadrons are different although they are called a “CAP squadron.”

## How to Improve Communication

Use words your audience and you experienced together, use concrete words, use words in their usual sense and define any words that may be misunderstood. As a reader or listener, you must analyze words in the context of the words surrounding it. As a listener, you also can ask questions on the spot.

**Fact-Word Relationship.** In social living we often use words that do not fit the facts. Words are simply forms of representation. They are intended to represent or correspond to anything that may exist, may be experienced, or be talked about. To be useful, our words must accurately represent the events you mean them to represent. There are three facts about the words that influence our language usage. They are: complexity, change, and differences.

**Facts of Complexity.** Is there anything you know everything about? Your nervous system can never get all the details of anything, even something as simple as a lead pencil. The words in our language, “lead pencil” make you think you know all about pencils. But the words do not describe the details. What is there about the leads that give them different degrees of hardness (i.e., No. 2, No.4, etc.)? What about the wood? The structure of the English language implies a finality that does not exist. What can we do to improve this basic language structure? To improve this basic structure, we must be conscious of the device “etc.” (et cetera).

By using “etc.,” either silently or orally, you sharpen your awareness that more could be said. If you are more conscious of abstracting and the use of the “etc.,” your verbal maps will better represent the complexity of facts.

**Fact of change.** Since you live in a changing world, keep checking your vocabulary to keep your verbal maps accurate. Our language is filled with words that suggest permanency. Consider the word “desk.” Does it remind you of something that is changing or something that is static? Changes in the real world may make your vocabulary obsolete tomorrow. By dating your statements, you can help keep outdated knowledge from blocking new learning. Dates show change more clearly than language does. They constantly remind you no two times are identical. Not only are no two times alike, no two things are alike, either.

**Fact of Differences.** Language overuses similarities. Similarities are good; if all you saw were differences, each thing would be entirely different—entirely new. You could not tell how one thing is similar to another. Our language implies similarity, just as it implies permanency. For example, people speak of Air Force officers, airmen, politicians, college professors, labor leaders, races, and communists in a way that implies all members of each group are similar. If you need to, tell others how each is both similar and different. Using a mental numbered index

List some words which have different meanings. Do any have opposite meanings? List some common phrases which might have different meanings to different age groups or different parts of the country. Sometimes meanings change over time. “Colonel” originally meant the leader of a “column” of troops, for example. Several “companies” led by “the head person” called a “captain,” marched in a column in order to travel on roads to get to the battle field.

Remember to be brief and to the point. Simply put, state it simply.

Remember, we learned in Chapter 2 to know your audience. Would you present the same topic, such as recruiting or Civil Air Patrol, to two different types of groups, such as parents or classmates?

Keep your words simple.

Too many irrelevant details can detract from your main point.

Words have changed meaning over the years. Make sure you understand the current meaning. This is especially true with slang words.

Discuss the number of facts needed to describe a situation. Can you have too many facts? Maybe we should discuss relevant facts!

(for example, 1, 2, etc.) could help. For example, by using Air Force officer #1, Air Force officer #2, Air Force officer #3, etc., you know each is different from any other Air Force officer. Speaking or thinking in terms of a numbered index gives an immediate sense of the facts—that the people of any group are similar *and* different from each other.

**Two Valued Terms.** You often hear terms that imply only two values, such as what is not good must be bad, or what is not bad must be good. You have been taught it is “only fair” to consider both sides of every question, but does every situation have only two opposite sides? Does every question have only one right answer, or more than one? You live in a complicated world that requires careful mapping.

Although two valued terms are useful, they over simplify and hide the possibility of alternatives. When you call someone “wrong,” for example, you forget you are imposing your own personal standards as well as your own personal opinion of the other person. Remember what you express can be an inference rather than a description, or personal judgment rather than a fact. Be aware that most things come in shades of gray rather than black and white. There may be several right answers to a problem, some answers more desirable than others, rather than one being right and the others wrong.

## THE DEMONSTRATION - PERFORMANCE TEACHING TECHNIQUE

As an NCO, you will teach drill often. The demonstration performance technique uses a sequence of steps to show a procedure, technique, or operation. Although it is not the only way to teach drill, with this method you will get fast feedback to see if your cadets understand your words and demonstration. This is the step by step procedure as applied to drill:

- ▶ State the name of the movement to be executed and explain its purpose.
- ▶ Give the command to be used and identify its parts, the preparatory command and the command of execution.
- ▶ Show the movement to the formation using the proper cadence and commands. Also show procedures for each unit if such procedures vary.
- ▶ State what drill position you must be in before starting the movement. For example the requirement for Forward, MARCH is to be at attention. You cannot march forward *directly* from the position of Parade REST.
- ▶ Explain and show the movement slowly in detail.
- ▶ Ask questions on the movement, then show it again as in the third step above.
- ▶ Instruct the formation on how they will do the movement (as an individual, flight, element, by the numbers, etc.) Have the formation perform; make-on-the-spot corrections.
- ▶ Critique the performance of the movement and review important areas before going to the next movement.

Determine how many similar points make two items alike:

CADET 1	CADET 2
brown hair	blonde hair
blue eyes	blue eyes
5 ft. 6 in. tall	5 ft. 6 in. tall
weighs 125 lbs	weighs 125 lbs
15 years old	15 years old
cadet staff sgt.	Cadet staff sgt.
in 10 <sup>th</sup> grade	in 10 <sup>th</sup> grade
male	female

When could these two cadets be grouped and referred to as similar? Under what circumstances would you have to differentiate?

### EXPLAIN THE STEPS USED IN THE DEMONSTRATION—PERFORMANCE METHOD.

Explain a drill movement that is unfamiliar to a cadet, then ask that cadet to demonstrate it. How did the cadet do? Next demonstrate another drill movement that is also unfamiliar to the cadet, then ask the cadet to execute this movement. How did the cadet do? Now, explain and demonstrate a third drill movement that is also unfamiliar to the cadet, then ask the cadet to execute this movement. How did the cadet do? Which of the three methods did the cadet find easiest to use in learning the new drill movements? Why?

Remember, words can be abstract. Demonstrations cut through the word-meaning barrier. Why does this happen? When we use as many of our five senses as possible we learn faster and better.

## DRILL AND CEREMONIES

This section is a continuation of the flight drill you learned while studying Chapter 2. The Cadet Drill and Ceremonies manual (AFMAN 36-2203) explains these commands and how they are executed.

Front and Center  
Return to Ranks  
Stand Fast  
Column of Files

## STUDY AIDS

1. Describe the basic duties of cadet NCOs.
2. Identify the three over-lapping traits of followership and explain each.
3. Explain how questioning orders can help you become a better leader.
4. Define the term “delegation.”
5. Describe why leaders need to control both their emotions and their behavior.
6. Define the “NCO support channel.” How does it support the squadron?
7. List the members of the NCO support channel and briefly describe the responsibilities associated with each position.
8. Identify what a “standard” is. Give an example of a standard and explain why that standard is useful.
9. Identify the greatest barrier to communication.
10. Describe three ways to reduce barriers to communication.
11. Give an example illustrating the “fact / word relationship.”
12. Explain what is meant by a “two-valued term.” Give an example of one.
13. Identify the basic steps used in the demonstration / performance teaching technique.
14. Explain why the demonstration / performance teaching technique can be successful in training new cadets.

# SPECIAL READINGS

## ARE YOU A BOSS OR A LEADER?

*Command Review*, Vol. 1, No. 3

A boss creates fear.

A leader creates confidence.

Bossism breeds resentment.

Leadership breeds enthusiasm

A boss says “I.”

A leader says “WE.”

A boss fixes blame.

A leader fixes mistakes.

A boss knows how.

A leader shows how.

Bossism makes work drudgery.

Leadership makes work interesting.

A boss relies on authority.

A leader relies on cooperation.

A boss drives.

A leader leads.

## CREED OF THE NON-COMMISSIONED OFFICER

No one is more professional than I. I am a noncommissioned officer, a leader of people. I am proud of the noncommissioned officer corps and will at all times conduct myself so as to bring credit upon it. I will always be aware of my role as a noncommissioned officer; I will fulfill my responsibilities and display professionalism at all times. I will strive to know my subordinates and use their skills to the maximum degree possible. I will always place their needs above my own and will communicate with my superiors and my people and never leave them uninformed.

I will exert every effort and risk any ridicule to successfully accomplish my assigned duties. I will not look at a person and see any race, color, religion, sex, age, or national origin, for I will see only the person; nor will I ever show prejudice or bias. I will lead by example and will resort to disciplinary action only when necessary. I will carry out orders to the best of my ability and will always obey the decisions of my superiors.

I will give all officers my maximum support to ensure mission accomplishment. I will earn their respect, obey their orders, and establish a high degree of integrity with them. I will exercise initiative in the absence of orders and will make decisive and accurate decisions. I will not compromise my integrity nor my moral courage. I will not forget that I am a professional. I am a leader—I am a noncommissioned officer.

## TENETS OF LEADERSHIP by Gen Robert D. Russ

From Air War College, Resident and Associate Studies

We spend a lot of time and effort in the Air Force to ensure we pick the right people for leadership positions. We treat them special—and we should—and we try to give them the tools to do a good job. But inherent in any successful leader are the “must haves” of *Integrity, Discipline, dedication, and Sensitivity*.

*Integrity* is a must! It's the most important quality a leader can have. Simply stated, integrity is being honest—honest with your people, your superiors, and yourself. There is a very predictable phenomenon that occurs without honesty—that is, dishonesty breeds dishonesty. Good leaders nurture the climate that fosters integrity at all levels. They don't “shoot the messenger” when presented with bad news. They accept bad news gracefully. No one likes bad news, but those in charge cannot expect their people to bring the kinds of news needed to solve problems if they don't control their emotions and provide the proper environment to rationally resolve the crisis. Likewise, good leaders do not cover up the small things to their boss. If they do, their people will see it and accept it as the way of doing business. Remember, the boss needs a great deal of information, so give it to him—honestly. It's equally important to be honest with yourself and do what you think is right. No one is expected to be perfect, but good leaders recognize their mistakes and earnestly try to correct them. If they don't they are sending the wrong signal.

The second tenet is *discipline*—personal and unit discipline. People look to their leaders to set high standards in public and private. Moderation and self-control are keys to personal discipline—strive for a proper balance. Units must have high standards as well, but they have to be realistic, attainable, and sustainable. *When the standards have been defined, they must be met by everyone, including the leader.* Any individual who chooses to test the system by pressing the limits must be corrected. Believe it or not, they expect it—and so do their contemporaries, who are assessing the leader's every action.

The third tenet is *dedication*. Being a leader at any level is a great responsibility and a calling. It's useful to remember worthwhile things come from hard work and careful planning. The great leaders always work toward the organization's shared goals rather than simply for promotion or self-glory. An important part of dedication is loyalty. *A successful system runs on loyalty, both up and down the organization.* Being loyal to the boss doesn't mean blindly accepting everything he or she says—good leaders expect you to question ideas you don't agree with. They also expect you to support decisions after all the inputs have been weighed. Being loyal down the organization doesn't mean blind loyalty to people who will be, or are, detrimental to the organization. If 95 percent of the people do the right thing and 5 percent don't, you don't have to be loyal to those 5 percent. They're not the ones who deserve your loyalty. The 95 percent deserve your loyalty. Be aware of over-protecting people—when they're right, support them all the way. But when they're clearly wrong, it serves no purpose to “fall on your sword” under the pretext of loyalty.

Finally, good leaders are *sensitive* and sincerely care about their people. It has been said that “no man stands so straight as when he stoops to help someone.” Leaders are in a position to impact the lives of every man and woman under their

command and, therefore, must recognize what motivates people. *Quality treatment begets quality performance.* Being sensitive also means being approachable by providing a clear channel to get the straight word. Whether it's a recognized and used "open door" policy or trusted individuals who act as spokespersons, people must have an avenue to provide the information a leader needs to make the organization a success. Once a successful channel has been opened, a good leader *listens!*

These four tenets—*integrity, discipline, dedication, and sensitivity* form the foundation for a good leader. From these the leader instills pride in the organization, and with them the system will perpetuate itself with a genuine eagerness to work for the benefit of all.

## MARY FEIK

From Feik family sources and *Maryland Aloft: A Celebration of Aviators, Airfields, and Airspace* by Edmund Preston, Barry A. Lanman and John R. Breihan.

After overhauling her first automobile engine when she was 13, Mary Feik turned to aircraft engines and military aircraft at the age of 18, eventually teaching aircraft maintenance to crew chiefs and mechanics for the U.S. Army Air Force in 1942.

During WWII, Feik became an expert on many military aircraft and is credited with becoming the first woman engineer in research and development in the Air Technical Service Command's Engineering Division at Wright Field, Ohio.

At a time when men dominated the cockpits of military aircraft, Mary Feik logged more than 5,000 hours as a B-29 flight engineer, engineering observer, and pilot in fighter, attack, bomber, cargo, and training aircraft.

When the Lockheed P-80 entered service, she was issued a brand-new model nicknamed "Mary's Little Lamb" in her honor.

While flying a P-59 jet fighter during gunnery training, she witnessed tracer rounds coming within feet of the airplane's nose. "I was the only person to fly open cockpit in a jet airplane... the airflow over this little windscreen was so great that I think I was off the seat no matter how tightly I was strapped down," she explains. The job of a test engineer was a dangerous one.

She also used her expertise to design high-performance and jet fighter pilot transition trainers and aircraft maintenance trainers. The pilot training manuals and technical engineering reports she authored were distributed throughout the armed forces.

Mary Feik retired from the National Air and Space Museum's (NASM) Paul E. Garber Restoration Facility as a Restoration Specialist. She restores antique and classic aircraft and has participated in the construction of reproduction WWI aircraft, helping restore NASM's 1910 Wiseman-Cook aircraft, a WWI Spad XIII fighter, and a 1930 Northrop "Alpha" mail plane.

A recipient of many aerospace honors, in 1994 Feik was inducted into the Women in Aviation Pioneer Hall of Fame. Additionally, she earned the FAA's Charles Taylor Master Mechanic Award in recognition of her many outstanding contributions to aviation safety. Feik was the first woman to ever receive the award, named for the Wright brothers' mechanic and engineer.

Mary Feik's proudest professional honor was bestowed in 2003. "My ultimate honor [is] the Civil Air Patrol cadet achievement created in my name."



**MARY FEIK**, pioneer aviation engineer, mechanic, and pilot.

## WILBUR & ORVILLE WRIGHT by Isaac Asimov

From *Asimov's Biographical Encyclopedia of Science and Technology*

Born in 1871 Orville and his older brother, Wilbur (born In 1867) were sons of a minister and lived the most proper lives imaginable. They neither smoked, drank, nor married and always wore conventional business suits even when tinkering in a machine shop. Neither had more than part of a high school education, so they were quite in the tradition of the American inventive tinkerers who used instinct, intuition, and endless intelligent effort to make new theory—after the fashion of the greatest non-college educated intuitive genius of them all, Edison.

Orville Wright was a champion bicyclist and so the brothers went into the bicycle repair business, which gave full vent to their mechanical aptitude. Another hobby was gliding, which, in the last decade of the nineteenth century, had become a most daring, yet practical sport thanks to Lilienthal. The Wright brothers followed Lilienthal's career, read his publications and those of Langley and felt the stirring hope of manned flight grow. It was Lilienthal's death in 1869 that inspired them to begin their own experimentation, for they thought they could correct the errors that had led the German to his end.

The Wright brothers combined their two hobbies by making every effort to equip a bicycle with wings and place an internal-combustion engine aboard to turn a propeller. They made shrewd corrections in design and invented ailerons, the movable wing tips that enable a pilot to control his plane. That served as their original patent. In addition, they built a crude wind tunnel to test their models; they designed new engines of unprecedented lightness for the power they could deliver; they produced engines, in fact, that weighed only seven pounds per horsepower delivered. The Wrights' feat in achieving this was an important step in making powered air-flight possible. Their entire eight-year program of research cost them about \$1,000.

On December 17, 1903, at Kitty Hawk, North Carolina, Orville made the first airplane flight in history, a powered flight as opposed to mere gliding. He remained in the air for almost a minute and covered 850 feet. There were only five witnesses and this first flight was met with absolute lack of interest on the part of the newspapers. In fact, as late as 1905, the *Scientific American* magazine mentioned the flight only to suggest it was a hoax. In that same year, however, the Wrights made a half hour, 24-mile flight.

Orville lived to see airplanes drop atomic bombs on Hiroshima and Nagasaki. His brother, Wilbur, died of typhoid fever in 1912. Orville died in 1948 and was elected to the Hall of Fame for Great Americans in 1965. Wilbur had been elected to the Hall of Fame for Great Americans in 1955.



THE WRIGHT BROTHERS. Wilbur (left) and Orville (right) Wright.